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### The Independent, Vol. 5, No. 23, April 22, 1965

Newark State College

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## Plan Set For Union Kick-Off Dance

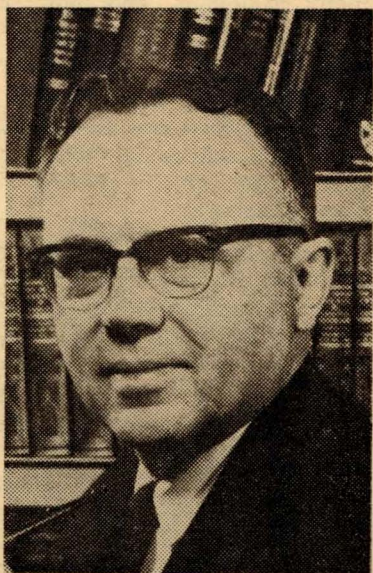
### Dr. Russell Kirk Defines Conservatism At Lecture

Dr. Russell Kirk, chief philosopher of the new American conservatism, spoke on "The Future of American Conservatism" as the third speaker of the M. Ernest Townsend Memorial Lecture series on Monday, April 12.

Quoting Abraham Lincoln, Dr. Kirk defined conservatism as "preference for the old and tried over the new and untried." The speaker explained that a conservative believes that there are certain "norms" in politics and in society, and it is the duty of the statesman to "guard the norms of order, justice, and freedom."

A "healthy society", according to Dr. Kirk, has a balance or tension between permanence and change. He said, "there is going to be plenty of change whether we like it or not." Therefore, Mr. Kirk asserted that the great need of our day is to exert some check upon that change and reconcile change in the norms and the civil social order that exists.

Speaking on "Conservatism in the present Age", Dr. Kirk disputed the trend to label con-



Russell Kirk  
"American Conservatism"

servatives as radicals. A radical, he explained, upholds ideology, or political fanaticism, based on a promise of fantastic accomplishments. As conservatism, according to Dr. Kirk, denies that ideology can bring happiness to mankind; it is a negation of ideology. Therefore, by definition, conservatives and radicals have opposing goals.

In citing the "Prospects of Conservatism for the Future," Dr. Kirk predicted a rise in conservative thought for the country. He based this prediction on the assumption that "conservatism comes to the fore in times of challenge." Dr. Kirk gave examples of two major challenges facing the U.S.: the external challenge of the "armed doctrine" of Com-

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### Prof. Buchner On Commission To Study Arts

Martin Stan Buchner, Assistant Professor of Design at Newark State College, Union, has been appointed by Governor Hughes to the Governor's Commission to Study the Arts. Mr. Buchner is the Chairman of the Committee on Education of the Commercial and Industrial Arts section of the study.

The Commission will report on the status of the arts in New Jersey and will make recommendations regarding the future growth of the arts in the state.

Professor Buchner has recently been invited to exhibit his furniture designs with the Smithsonian Institute's Craftsmen of the Eastern States exhibition. He has also exhibited at the Museum of Contemporary Crafts, N.Y.C.; The Newark Museum; The Worcester Art Museum, Worcester, Mass.; The Montclair Art Museum and other museums and galleries in the east.

He is President of the Board of Trustees of the newly formed Free Public Library of the Borough of Florham Park.

### SCATE Sponsors Day At Carnival For 230 Trustees

#### Student Group Foots Bill

Two hundred-thirty elementary and junior high school children from Elizabeth and Newark will attend N.S.C.'s Carnival on Saturday, May 1.

Their expenses, which include transportation, food and amusements, will be paid for entirely by SCATE from money which that organization has accumulated through its record sale and recent Children's Hootenanny. The Carnival Committee has granted SCATE a ten per cent discount on the tickets which that organization will purchase.

The children will begin their day at Newark State by being transported by buses to this campus. They will eat a picnic lunch at twelve noon and for a few hours following, the children will enjoy a free run of the Carnival.

All of the children are presently being tutored by members of SCATE. Bob Postman, Chairman of Materials and Publications, stated: "The purpose of the SCATE tutor is not only to teach his student what is in the textbook, but also to help enrich the tutee's experiences in the world around him."

It is with this end in mind that SCATE has undertaken this project. This same project was executed last year, however, on a smaller scale with 40 to 45 children participating.

### Administration Explains Policy Of Admissions

(Ed. Note: In a recent Letter to the Editor appearing in this paper, the author alluded to "token integration" at Newark State and asked such questions as "why aren't more Negroes accepted?" and is the "Newark State administration slightly biased?"

The Editorial Board deemed it necessary to attempt to clarify such statements and to seek clear answers to questions presented. In interviews with Mr. Theodore Stier, Director of Admissions, and Dr. John C. Hutchinson, History Department Chairman, certain facts were elucidated concerning the admissions procedure which we feel invalidates the contention that there is any type of conscious discrimination in admitting students to Newark State.)

The policy for admission, determined by the State Department of Education, is the same for all six state colleges. The State Department requires four items from every student:

- 1) high school class rank
- 2) personal evaluation from high school
- 3) scores on entrance exam
- 4) evaluation by college (this

### Student Body To Greet Ten King And Queen Candidates

In February the College Development Committee unanimously accepted the proposal offered by the Carnival Committee to dedicate the profits from the 1965 Carnival to a student union building. The funds were fettered toward the planning, publicizing, and toward the payment of architectural fees for such a structure.

The Carnival Committee of 1964-65 proposed "to spearhead a drive for a new and more adequate student center." The present student center was originally built to accommodate 853 students. Present needs need 2500 students.

In April a Committee of Ten was designated by the College Development Committee to begin work on the development of a student union for Newark State College. This committee is to investigate, among other things, the purpose, cost, maintenance, and administration of a student union.

Co-sponsored by the Social Committee and the Carnival Committee a Union Dance will be held on Friday, April 23, 1964 in the Main Dining Room. The profits from this dance will be contributed to the fund for the new College Union building.

The directors of the Carnival, Diane Byrnes '65, John Gluck '66, Fred Marks '67, and Don Merwin '67, are also the co-chairmen of the dance.

Students are encouraged to purchase tickets (50 cents for N.S.C. students, 75 cents for outsiders) through campus organizations or at the door. Each campus organization has been allotted approximately thirty tickets, the proceeds of which will be added to its total Carnival profits.

A special feature of the dance will be the introduction

is the second year in which the college does not require an interview. Some departments may require it).

On an application form, state law forbids asking race, color, creed, and Newark State complies with this law.

Officially, according to Mr. Stier, the race or religion of an applicant is not known by admissions officers when examining the admission applications.

The sociological makeup of a class is determined after acceptance by an unsigned inventory form including race, religion, and political affiliation. This form will be filled out by next year's freshman class during testing scheduled for Saturday, April 24.

The results of the sociological tests from the 1950's indicate that 6-15 percent of the freshman classes were Negroes. In recent years the percentage of Negroes in the freshman class has decreased

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of the candidates for the KING and QUEEN of the Carnival. Candidates for the King are George Kunka, Vic Lombardo, John Mury, Bill Shiebler, John Vitiello. Those for Queen are Phyllis Alvino, Marie Galasso, Judy Kreshok, Elaine Levine, Nelleda Vellucci. Their pictures are now on display in the glass enclosure facing the Main Dining Room of the College Center.

The entertainment will be provided by several bands, one of which is appropriately named "The Union Builders." Dress for the dance is casual, but women in slacks, or men without suit coats will not be admitted.

### New Curriculum Gives Electives To Sophs of '68

Mr. Wesley P. Daniels, Registrar, has announced a curriculum change concerning the Class of 1968. The change, approved by the faculty on March 3, allows the current freshmen class next year's sophomores, an option in the Social Sciences.

Members of the Class of 1968 in the following curricula will be given the choice of several courses offered under Social Science General Education. GE, EC, FA, Eng. and MR majors have two principal options in lieu of the presently required U.S. History 203-204.

The two options are:  
(1) U.S. History may be taken in two of the three courses, SS 205 U.S. History 1492-1828, SS 206, U.S. History, 19th Century; or SS 207, U.S. History 20th Century. Social Science majors will be required to complete all three courses.

(2) Social Science General Education requirements may be met by taking six semester hours within any of the following sets, A through D:

A) SS 374 Government or SS 472 Economics and SS 453 Contemporary American Issues

B) SS 271-272 History of Far Eastern Civilization

C) SS 429-430 Latin American History.

D) SS 221-222 American Civilization

Mr. Daniels noted that students will take six hours in a particular field (1) or (2) and will not be permitted to split between these two broad categories. He further noted that these options do not apply to Math., I.A., Sci. junior majors.

The Registrar suggested that "this year's freshmen make these choices during the spring, consulting with advisors in the department in Social Science if this is necessary, in preparation for the possibility of pre-registration in May or June."

This curriculum change marks the first time an elective system is being offered on the sophomore level.

### NSC Represented In Organization Of "Headstart"

A special meeting at the Center of Adult Education at the University of Maryland, was held April 11-14 for the organization of Project Headstart, a staff training program.

Representing Newark State College were Mr. Charles Longacre, administrative chairman, and Mrs. Edna de Bolt Salt, curriculum chairman. With the exception of Vermont, each of the fifty states were represented. Puerto Rico also participated bringing the total number of representatives to 257.

The representatives from the various colleges and universities discussed curriculum requirements, administrative procedures, and other pertinent information regarding Project Headstart.

The object of Project Headstart is to train professional people who will work with economically disadvantaged children of pre-school age, for a period of eight weeks. Hopefully, when these children start to school, due to this eight week training period, they will be able to compete on an equal basis with their peers who are from a more privileged environment.

Newark State College and Rutgers University, New Brunswick, have been appointed training centers for Headstart teachers in New Jersey. This is a special recognition of the College's work in Early Childhood education in that Newark State is the only "college" in the national structure.

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## Next September

Next September another Freshman Class of 850 will be admitted to Newark State College. Next September classes will be held in a YMHA to accommodate a student body which is too large for the present facilities. Next September it will be more impossible to find a seat in the Snack Bar. Next September an auditorium will be completed but it will be inadequate to meet the needs demanded of such a facility. Next September because of a lack of facilities and faculty education in every sense of the word will suffer at Newark State College.

Why does this situation exist? Undoubtedly it is the result of insufficient funds. A College must grow to meet the needs of a student body. Facilities and faculty do not just appear. Money must be made available.

Unlike a private institution we are a State supported college. We do not have the benefit of large grants or alumni funds. We are dependent on the citizens of the State of New Jersey to provide adequate educational facilities. What is the destiny of the 20,000 qualified high school graduates of the future? Will they be able to receive an education which the State has taken upon itself to provide?

The answer to this question is that the State, if it persists in following the present course, will not be able to fulfill this obligation. The fact is that they do not provide adequate funds and facilities. Unless citizens of this State desire a change an injustice will be done to the youth of New Jersey.

As future educators, as students now suffering from the unjust policy of the State, can we just sit back as faculty members and administrators suffering from the same injustice sit back and allow the system of higher education to deteriorate?

The elected officials have an obligation to meet the responsibility; they have the power to provide the funds and facilities. And the funds are there - New Jersey ranks 6 in total wealth of the State of the Union - the only thing that has been, and is, bankrupt are the politicians of this state.

A student group representing 45,000 New Jersey students has sprung up to channel student action to fight his deplorable situation. A few students on this campus have been instrumental in initiating this project known as CUE (Student Committee for Higher Education). We strongly urge each one of you to become active in this organization. The students must be the vanguard in an area that is so vital to them. It seems no one else will take the lead.

## Challenge and Response

Anyone who has read last week's INDEPENDENT stories on "Project Headstart" (see also this issue) and the graduate and undergraduate fellowships offered in mental retardation cannot help but be impressed with our college's role in the shaping of President Johnson's "Great Society."

There will no doubt be some who will scoff at the role we are intended to play in such a vast and noble undertaking; but they should realize that Newark State College is not going to receive some sumptuous grant to erect a nuclear reactor or some other such sensational project.

By virtue of our unique geographical and sociological positioning (i.e., urban and suburban) and our special educational development (i.e., focused on "education"), our contribution lies in those areas mentioned above or possibly in projects suggested by Professor Burt in his article (see page 5).

Let us hope (and work) that we are capable of meeting the challenge which our society presents.

## Independent

The opinions expressed in signed columns of this newspaper do not necessarily reflect the opinions of the editors. Nor is anything printed in this newspaper unless directly noted as such, to be taken as official policy or opinion of the college.

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## SOUND and FURY

**POLICY STATEMENT:** The Independent shall provide at all times an open forum for unfettered expression of opinion, including those opinions differing from editorial policy. Such expressions must not be edited so as to distort, alter, or disparage the opinion. The following requirements must be met to be eligible for publication: (1) all letters must be typewritten, (2) limited to 200 words and (3) submitted to the editor before 9 a.m. on the date of deadline.

### The Mature Voter

To the Editor:

It seems that in the last elections Newark State students failed to display their maturity.

Candidates who are victorious take on the responsibility of fulfilling the requirements of the office they have won. Just as the candidates take on a responsibility so should the **mature voter**. First, he should consider the capability, qualification, and responsibility of the candidate. Second, the mature voter should exercise his individuality by making his **own choice**, not that of his friend, classmate, sorority sister, fraternity brother, or any other outside influence. Third and foremost, the mature voter should exercise his precious right to vote, to vote of his own choice, not the choice of a fraternity or sorority. After all the mature voter is casting a ballot for an individual candidate.

In a world that is rapidly moving towards a mass, conforming society, man can only promulgate his individual re-

### Another Disgrace

To the Editor:

In my two years at Newark State, I have played both soccer and baseball. During this time I have been subjected to many handicaps and now I feel that it is time to say my piece.

The so called "athletic field" that our teams are forced to play on is a disgrace. Not only is it a disgrace, but it is just plain dangerous.

The infield on the baseball field consists of various types of crab grass, and there is no telling which way a ball will hop. For an infielder to get in front of a real hot shot, he is putting his life on the line. There is about a 75 percent chance that the ball will take

responsibility. Be a responsible, individual-mature voter.

Karen Quinn  
Nancy Harned  
Evelyn Kipness  
Eileen Surak  
Brian Cahill  
Thomas Martin

a crazy bounce, and the fielder will end up getting hit with it.

The outfield is just as bad. There are numerous ruts and areas where there is no grass. It is a wonder that an outfielder is able to run at full speed with out falling on his face in the treacherous footing.

As far as the soccer field goes, right now it is torn up with ruts all over it. If nothing is done to fix it before next season, which will most likely happen, you can bet that there will be a rash of ankle injuries. Because nothing is worse on the ankle than to be running at full speed and step into a rut.

Finally I would like to say that in comparison to all the other fields of the State Colleges, Newark State's is by far the worst. I would like to know why these schools are able to have such fine playing fields, and why we are subjected to such conditions. I am sure if a small ground crew was hired specifically to take care of the field, that they could work it into 100 percent better shape than the present.

John Berardo

### Viet Nam

To the Editor:

In this letter I will not attempt to support or denounce the stand taken by those who took part in the march on Washington, Apr. 18. Their stand was that the war in Viet Nam should be ended with all expediency, that it was a losing war, and a civil war. Some students at one college sat down on the road, in front of buses carrying students to this march on Washington. Their stand was that this small minority of students was purporting to represent the whole university, which was not the truth.

What I would like to know is how the student body at Newark State College feels about this war. Do we belong in Viet Nam, or should we leave? Even though we may not belong there, must we stay? Do we have every right to be in Viet Nam? Are we stemming a tide of aggression, or are we merely preventing the very thing that formed this country? Are we protecting our own interests, or are we protecting the people of S.E. Asia?

All these questions and many more should be thought over and answered. The students who marched showed their feelings, those who opposed them showed the courage of their convictions also. We, as students at Newark State College, have the right, the obligation, and the responsibility to make our feelings known on this vital issue.

This is no debate over the dress code, over whether or not there should or should not be more freedom given to students. This is a pressing question of the future of mankind for generations to come! Our policy may well decide the fate of the WORLD! This is no joke, and it is our duty to let our feelings known. **WON'T YOU!**

Robert Postma

## THOMAS GIVES POETRY READING

Dr. Edwin N. Thomason, professor of English at Newark State College, gave a poetry reading on Tuesday, April 20 at 8 P.M. in the Little Theatre. The public was invited to attend and admission was free.

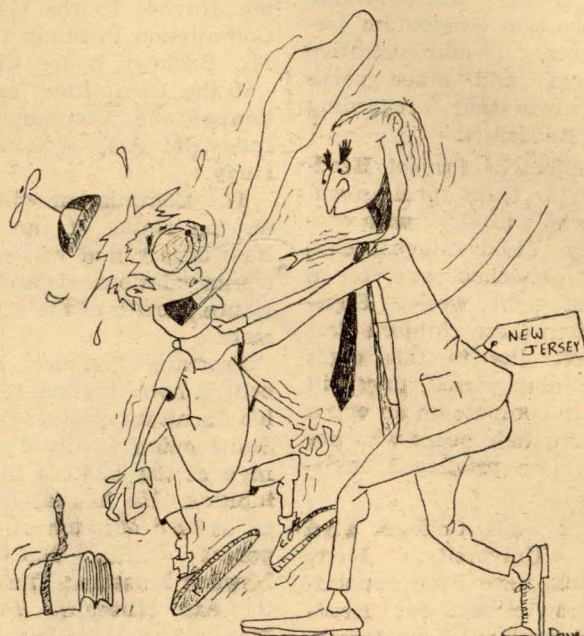
Dr. Thomason is an educator, poet, painter, and musician. A teacher of 20 years experience, he has published articles on education, and has written for publication both

his own poetry and translations of poetry from six of the 15 languages he can "manage."

There have been several exhibits of his paintings, one in New York City. Dr. Billy Graham possesses one of his works, a Crucifixion scene. He has also published piano pieces for children, and is a contributor to three of the six volumes of **Our Reading Heritage**, published by Henry Holt.

He has published a total of 85 pieces.

## BETTER EDUCATION THROUGH TAXATION



NEW JERSEY IS FINANCIALLY CHOKING HIGHER EDUCATION



## ACE-SEA Elects New Officers; Restaino Pres.

Carmen Restaino, the newly elected president of ACE-SEA (Association for Childhood Education - Student Education Association) will attend the student New Jersey Education weekend in April. Mr. Restaino has been nominated by the state nominating committee to run for a state office. The elections will be held at this convention. For the first time in many years, one of the largest branches in the nation (Newark State) may be represented on the state executive board.

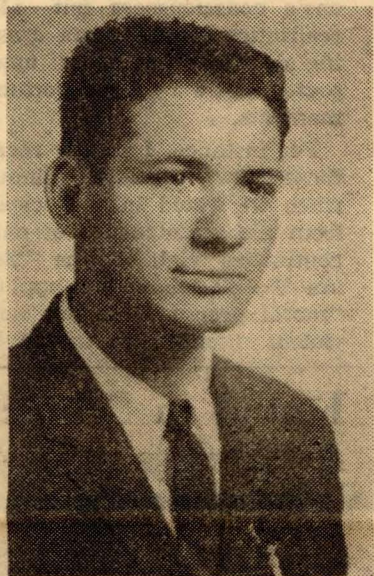
Mr. Restaino, a freshman, stated upon his election to the presidency, "I want to see ACE-SEA receive college recognition. I want to stop the herding of apathetic members. ACE-SEA shall no longer be a 'get your magazine club,' but a working organization."

The Association for Childhood Education is a branch of the international ACEI with ob-

jectives for promoting a "child centered" educational system. The Student Education Association is the student branch of NJEA, with objectives concerned with raising professional standards.

Here at Newark State, these two organizations have been combined under one charter. This local chapter has combined the objectives of the national and international group and seeks to develop professional interests in the welfare of children and to stimulate professional growth among its members. It has brought top educators such as Natalie Cole, Lucille Lindberg and Anne Hoppack on campus. It sends members to state and national conferences where they may meet students and educators.

The other newly elected officers for '65-'66 are: Vice-president, Kathy Connolly; Corresponding Secretary, Phyllis Coiffi; Treasurer, Kathy Orr; and Recording Secretary, Eileen Bott.



CARMEN RESTAINO

## POEM

by Joel Spector

Life is not really too smart ...  
I'm sort of life.

Am I not really too smart?  
But what is being smart?  
learning?  
talking?  
writing?  
thinking?

For what?

To become smart?

To live in a world that is not too smart?

How can I be smarter than life that is not too smart?

Is it by being death?

Or is that being smart?

Oh, well, — forget it!

so I can get smarter

so I can learn better

talk better, write better,

think better?

For the more think better I get,  
the not smarter I think I am,  
And the more life I think I have,  
the more not really too smart I feel.  
Which is life ...

Which I live ...

Which is not really too smart ...

## Immaturity: A Fact or Fallacy

To those of my classmates who may have laughed at an amusing class situation, I dedicate the following:

The mature freshman, according to health authorities at NSC, sits at rapt attention throughout a supposedly student oral report. In reality the teacher is recalling all past, present, and future personal experiences relevant or, more likely, irrelevant to the topic at hand. For every three minutes the student speaks, the expert discourses for ten; and after thirty-five minutes she informs the student that her report is too long.

The mature freshman, if unable to present his oral report due to lack of time, (I wonder why the lack of time?) dutifully submits the report in written form and realizes of course that a written report is worth no more than a C.

The mature freshman fortunate enough to deliver his oral report understands that the report counts little towards his final grade, (unless of course the average the student has maintained throughout major tests does not coincide with the course mark the instructor has predestined him to receive). To accommodate explanation of any final grade, the teacher jealousy guards the precious secret of the oral report mark and tells the student he has done well. But when called upon by higher authorities for explanation, the teacher reveals that truly the student did "so poorly on both his oral and his written report."

A 95 percent on a written report not related to the oral report is poor?

The mature freshman comprehends that sitting closely

(every other desk) during a test is temptation. Thus he submissively alienates himself from his classmates and allows a row and three desks between each person.

The mature freshman conceives that being shaken by the shoulders is being treated as an adult, by an adult.

The mature freshman is an avid note-taker who understands that come examination time, the notes, so diligently studied, are of no value, whereas every Latin, Greek, and Russian term employed by Harold S. Diehl, M.A., M.D., and Sc.D., is of utmost importance to future teachers who will undoubtedly encounter Leptospirosis and Equine encephalitis within the confines of their classrooms.

The mature freshman questions not this nor any thing of the teacher. For the teacher, who has undoubtedly built the bridge, has undoubtedly filled in the gap between adolescence and adulthood, is the mecca of maturity and it is her decision as to whether or not the freshman in question is mature or not. If he is—if his opinions coincide with hers, well then a B; if he isn't, he receives a D.

## Honor Society To Hold Annual Conference Here

On Saturday, April 24, from 9:30 a.m. to 3:30 p.m. Delta Rho, the Newark State Chapter of Kappa Delta Pi, National Honor Society, will host the annual Regional Conference of that society.

The theme "Peace Through Education" will be carried through by discussion of topics such as "The Peace Corps and Its Role in Education" and "Problems of Beginning Teachers."

The main luncheon speaker will be Dr. William C. Spencer, Director of the Inter-American Affairs Institute for International Education. Dr. Spencer's services were obtained through U.N.E.S.C.O.

Main speakers will also include Dr. Richard Mc Elheny, National Executive Administrator for the Society; Dr. Gerald Read, National President; Dr. Esther Mc Keeve, National First Vice-President, and Miss Elanor Session, National Student Counselor.

Approximately twenty-five colleges and universities from the Middle Atlantic States Region will be represented at the Conference. All have chapters of Kappa Delta Pi.

Delta Rho has announced the election of officers held on April 14. Results are: President: President, Sharon Ciola; Vice President, Mary DoMilano; Recording Secretary, Susan De Francisco; and Historian, recorder, Carol Hoag.

As a result of the parking restrictions that will temporarily be in effect on Friday, April 30 and Monday, May 3, it is requested by the Carnival Committee that all commuting students make every possible effort to form CAR POOLS for these two days.

The usual amount of parking spaces will not be available.

Thank You

## Faculty Notices

### FACULTY PARTICIPATES IN ANNUAL MEETING OF NEW JERSEY MATHEMATICS TEACHERS

At the Annual Meeting of the Association of Mathematics Teachers of New Jersey held at Asbury Park High School on Saturday, April 3, Dr. John J. Kinsella was elected to the office of Second Vice-President and Dr. Regina H. Garb presided at a College Student Section which featured a panel of experienced teachers who presented various media used in teaching general mathematics in secondary schools. Two of the panelists are graduates of Newark State College, Carol Davenport and John Montag.

Dr. Garb served on the program committee with the specific assignment of chairing this new venture for the association. Students from colleges in New Jersey received special invitations to this meeting.

Attending also was Dr. Edward J. Zoll, Chairman of the Mathematics Department, and Editor of the Problem Section of the association's publication, "The New Jersey Mathematics Teacher" magazine.

DR. WILLIAM R. ANGERS was a panelist on "Sex Education" at a meeting of the Monmouth County Mental Health Association in New Shrewsbury March 30.

CONRAD C. ANGEBRANDT and CLIFFORD W. JAHN attended the recent annual convention of the Institute of Electrical and Electronics Engineers (IEEE) at the Astor Hotel and New York Coliseum.

DR. JOHN H. O'MEARA spoke to the Connecticut Farms School PTA in Union April 6 on "Lively Learning for Lively Students."

MARTIN SIEGEL successfully defended his Ph.D. dissertation at Columbia University March 26. His dissertation is entitled "Science and the Historical Imagination; Patterns in French Historiographical Thought 1866-1914."

DR. LEONARD JEFFREYS attended a conference concerned with children with learning disabilities recently at Jersey City State College. "Diagnosis of Brain Injured Children" was the panel attended by most psychologists.

DR. NETTIE D. SMITH attended the national convention of the American Association for Health, Physical Education, and Recreation March 19-23 in Dallas, Texas. She spoke on "Appropriate Sports Experiences for Upper Elementary Girls" at a division meeting.

LOWELL ZIMMER has been asked to submit a chamber music work to the Spoleto Music Composition Competition.

LOWELL ZIMMER has submitted a string quartet (Opus 3) to the Spoleto Music Composition Competition. He was asked to participate by the committee governing the competition. The committee, incidentally, includes such august names in music as Barber and Menotti.

DR. DOROTHY STRAUSS, JACQUES LOELIGER, and SAMUEL VALLA attended the Interstate Teacher Education Conference March 25 at the Fifth Avenue Hotel, New York City. The all-day conference, devoted to quality education for the disadvantaged, was under the auspices of New York University this year.

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## NOTICES

On Saturday, May 1, 1965, a square dance sponsored by the Wapalanne Club will be held from 9:30 to 12:00 P.M. in the D'Angola Gymnasium.

"Uncle Dick" Pasvolsky from Stokes will be calling the dances, and refreshments are free.

Admission is also free and all are welcome to attend, the only requirement being "a pair of feet in soft-soled shoes."

The Junior Class announced that tickets for the Junior Prom, which will be held in the Main Dining Room on May 15, are now on sale at the Information and Services Desk. A deposit of \$3 will be accepted until April 30, the full payment of \$7 being due by May 7.

For further information contact Rosemary Prestigiacomo, Kathy Barry, or Kathy Sena.

Friday, April 23. UNION MIXER: Main Dining Room, College Center, 6:00 p.m.; sponsored jointly by the Carnival and Social Committee. Admission to N.S.C. students .50; dates of N.S.C. students .50; visitors. 75. Proceeds go to the Student Union Fund.

Monday, April 26. ART EXHIBIT: Display of Arts and Plastics through May 14. Admission free.

Wednesday, April 26. FACULTY RECITAL: Little Theatre, College Center, 8:00 p.m. Featuring Eve Coston and Lowell Zimmer on harpsichord and piano. Admission free.

Saturday, April 24 and Sunday, April 25. ELIJAH PERFORMANCE.

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# U.S. STUDENTS DEFEND CIVIL RIGHTS

By W. H. Jones  
Collegiate Press Service

(CPS)—In his television address to the nation introducing new voter rights legislation, President Johnson said that the recent events in Selma, Alabama, had outraged the conscience of the nation. And few people have been as vocal and active in their outrage as thousands of students across the country.

Nearly every major campus has witnessed protest marches, sit-ins, or other forms of demonstration designed to encourage federal action in the state of Alabama. The President, demonstrators declare, must take steps to protect individual citizens.

To prove that protest demonstration in far-away parts of the country are not merely empty gestures, 50 students and faculty members of Wayne State University travelled to Washington as part of a Michigan delegation pressing demands for federal intervention; Harvard and Radcliffe students sat in at Boston's Federal Building overnight; and 30,000 people demonstrated in Boston's Commons demanding "federal action."

At the University of Colorado two professors and one member of the University's Board of Regents have left for Alabama; five University of Florida students have left school in mid-term to be present in the state; and scores of students from dozens of schools are using free weekends or their spring vacation to go to Alabama and work

## Selma In Remembrance

by Bob Postman

Selma Alabama is one town of many which has outright segregation, one town of many in which the streets in the white section are paved and the streets in the Negro section are quagmires, one town of many with two standards of justice and where Negroes are denied equal voting opportunities. Selma is indeed all these things, and yet to me it is more—it is a part of me and I am a part of it.

Selma is more than a town to me—it is an emotion, a feeling. It is people struggling for their rights—standing firm for what they believe. It is a Negro child, a Baptist minister, a rabbi, a priest and a professor of philosophy from Harvard joining together in heart, hand, and mind toward a common end. It is a Baptist Minister being turned away from a Baptist Church and being told that the church doesn't belong to God but to the Deacons of the church.

More than anything, though, Selma is brotherhood personified. In fact, Selma was what the whole world might someday be. Let me consider brotherhood. I used to think of brotherhood as people getting along well together. I never realized the reality nor the raw emotion of it; in fact, I consider it to be a phony, non-attainable state. As I watched the people interact with one another and felt myself drawn into this great spirit of working together, I realized what brotherhood was. I also realized the limitations of words. Brotherhood cannot be adequately defined in any number of words. It can only be understood by seeing it, feeling

"on the front lines" for civil rights.

Students from Washington area schools sat-in at the White House in nearly an inch of slush and melted snow; Mario Savio, erstwhile leader of the University of California at Berkeley Free Speech Movement was in Selma "continuing his political education"; and Temple University has given full tuition scholarships to the four children of the late Rev. James J. Reeb, an alumnus of the school.

The demonstrations of concern taking place across the country represent one of the most widespread involvements in a specific national issue to sweep the university community in several years.

Selma, of course, is not really new. The Student Nonviolent Coordinating Committee (SNCC) has been engaged in work there for over two years. But with national attention suddenly brought to a focus, Selma has become symbolic.

Students who have travelled to Selma and Montgomery have found conditions far from encouraging. Sleeping arrangements are makeshift at best, townspeople are unfriendly, sometimes actively, toward the "intruders," and most students arrive without any tangible idea of how they can work constructively in the situation.

Demonstrations by students began in Montgomery shortly after busloads of Tuskegee and Alabama State students arrived in the capitol to protest police action in Selma.

On March 14 police forcefully dispersed the students as they were about to march to Governor Wallace's office. By March 16 the Tuskegee and Alabama students joined with students from 18 schools across the country to draft a petition to Wallace saying that their presence in the city evidenced their concern to "secure for all citizens the right to vote."

While these students and others waited on the sidewalk preparing to march to the capitol building and present the petition to Wallace, 15 mounted policeman wielding clubs, canes, and ropes proceeded to disperse the crowd, injuring at least 15 people.

City officials later stated that the police action was a "mistake" and the demonstrators were allowed to march with police protection after they were issued a parade permit. The March 16 rout of student demonstrators by Montgomery police, significantly e-

it, and living it.

I would be remiss if I tried to leave the impression that there are "good guys" and "bad guys" in Selma. There are certainly many Negroes and many whites who leave much to be desired. There are most certainly those on both

(Continued on Page 5)

nough, occurred despite the President's address and the national attention which it generated.

Following the latest Montgomery incident, Stephen Robbins, president of the U.S. National Student Association (NSA) called upon federal officials to "guarantee, by their presence, the constitutional rights of the demonstrators." NSA also called upon student leaders to call or write the Justice Department or the President asking for federal presence in the state.

The explosive nature of the Montgomery situation was indicated by a student observer of the police attack. "There was absolutely no provocation except for our presence here," he said. With many more students planning to spend their vacations in Alabama it is likely that the situation will become even more inflamed.

One of the most significant indications of the future is that the recent outbreaks of violence in Alabama appear to be fashioning a new role for students in the civil rights movement. This time the students were in Alabama not as members of SNCC or the Congress of Racial Equality, but as free agents.

Clergy and faculty members demonstrated an active concern that earlier few but students had evidenced. And the students who actually were in Alabama were but a small minority of students who were demonstrating their concern on campuses and in communities across the country.

The indications are that a broader scope of student support is ranged behind the civil rights effort in the south. The individual concern is surprising. Where a few years ago student involvement in civil rights was localized, it is now widespread; where it was organizationally oriented, it is now individually oriented; and where it earlier seemed to be an indication of personal commitment, it now indicates a wider articulation of the public conscience.

**Comment, with Civil Rights**  
(CPS) — College papers throughout the country have commented variously on the Selma situation but all had the same tone: there will be marches and demonstrations until each and every American is free.

The Colorado Daily, indicating that the President's move came too late, noted, "It is a sad commentary on American politics that Congressmen and presidents must be shown so directly that they must do something about the nation's problem. They must be confronted with blood to awaken their senses."

## Evocations of Selma: Fear, Joy, and "Victory"

by Don Kulick

I hope you will appreciate the difficulty of attempting to verbalize and conceptualize experiences charged with indelible emotionalism and innate moral idealism. But an attempt must be made to share these experiences, even if it must be vicariously.

The first thing that was impressed upon me by the "Queen City of the Black Belt" (and quite vividly impressed, I might add, by a solid, cylindrical piece of lumber invariably termed a billy-stick) was the fear that omnipresently pervades the tense atmosphere there. Quite frankly, if not unashamedly, the four days and (especially) nights I spent in Selma, Alabama, were literally filled with raw fear.

Now this is not to say that we all stood around breaking out in intermittent cold sweats, although there some scattered moments when this could very well be so. What I rather mean is that there existed at all times—albeit with varying intensity—a general feeling of apprehension, of concern for one's and one's compatriot's personal safety. This feeling was not always to the fore of one's consciousness but the realization would come crashing down at the most unexpected, always inopportune, moments.

For instance, I vividly recall those few precious minutes when we would take a respite from the maintenance of our continuous vigil at the "Selma Wall," where we applied "moral pressure" in our non-violent attempts to march to

the courthouse, there to hold a memorial service for the martyred hero, the Rev. James Reeb. The place of our respite, in the typically American form of a "coffee break," was the smoky, crowded basement of Browns Methodist Chapel, the headquarters of the Selma civil rights movement.

Disregarding the dinginess and dankness of the cellar (which, incidentally, no one seemed to mind), we could have been sitting in the Newark State Snack Bar what with the familiar faces of those from Newark State with whom I came and the usual flippancies that passed between us. At this point I was oblivious to the terror that lurked in the shadows outside (or one time, on the roof of the church) or the zealous dispensators of "justice" whose dispensations against Negroes and their sympathizers is legion, but whose alacrity in protecting these same people is similarly legion in its shoddiness.

Then, provoked by a loud noise outside or even the meanderings of the mind, the realization, as I said, came crashing down: DAMN IT! Outside the cordoned off Negro sector there are people seething with the raging hatred for me that bigotry breeds. Worse than this, many are eager to vent this hatred for me, and all I stand for. To say the very least, that this was distressing appears feeble.

The larger significance of this gnawing feeling of apprehension, spiced by moments of stark fear, such as the abortive first march to Montgomery, is the impact it must of necessity have on the Negroes of Selma and similar communities.

What makes it more frustrating is that the path to abatement lies at a crossroads: the calm one leading to a conformity to the white man's degrading caste system and the other rocky, pock-marked road (much like the roads in the Negro section of Selma) which is to be marched on, ultimately leading to full liberty and democracy.

To the eternal credit of the Negroes of Selma, they chose the latter path, even if it be strewn with the corpses of people like Jimmie Lee Jackson, James Reeb, and Mrs. Liuzzo. Their incomparable courage and indomitable spirit (they never stopped singing!) against overwhelming odds will forever hold a niche in my admiration even if that should conjure up the shame of my trepidations.

But fear, shame, and admiration were not the only emotions I experienced in Selma, for my psyche had a field day. I felt the warmth of brotherly love, queer as that sounded to me ante-Selma, the glow of pride, the ebullience and serenity of unmitigated joy. All of these and more.

I don't think that I ever in

## Found in Selma: Awareness

by Cathy Reddington

As I travelled through the South for five memorable days, I became abruptly aware of the influence that other people have in shaping one's perception of the world and of one's self. Suddenly, because of my association with the Negroes of Selma and with their cause, I, too, was subject to the jeers, threats, and degrading accusations that these Southern Negroes have been experiencing since the days of their births.

During my 21 years in New Jersey, I have, on occasion, received derogatory distinction because I am of the Catholic religion and of Irish descent, but these few times were merely the results of someone's poor attempt at humour. Because I am white in a white-dominated society, I have never had to be reminded of my "supposed" inferiority by placards hung on separated lavatories which read "MEN," "WOMEN," and "NIGGERS," nor by signs in luncheonettes that say, "Money taken from Niggers will be donated to the American Klan." I have not been forced to live in a specified area, easily distinguished from the white sections by its muddy, unpaved streets and dilapidated clap-board shanties.

No, I am white and so are you others who have abused the people of the Negro race in order to support your false superiority. Why do you, We, now allow this physical and psychological torture of the Negro to continue to exist? Would we be more ready to remove this cruel submission if tomorrow we were to awaken and find our skin black?

Cathy Reddington

(Continued on Page 5)



## Peace Corps Volunteer Tells Of Experiences

by Bobbi Green

On April 14th and 15th Newark State was visited by a returned peace corps volunteer, Mr. Steve Allen, his present mission being a vitalization of the Peace Corps organization for the American college public.

Mr. Allen has recently returned from a two year Peace Corps assignment in Turkey. His first year was spent in a small Turkish town, Ceyhan (JAY-HAN) where Mr. Allen taught English as a foreign language to 800 students. He was the first English teacher in Ceyhan in 100 years.

Mr. Allen, who also conducted adult evening classes in "peaceful Peace Corps English," tells of his first night class which he held for an audience of 28, the town's hierarchy. The word spread from the upper to the lower echelons and by the end of the month the class enrollment was 122. Persons from all walks of life sat together for the first time, commonly learning this new language. Ceyhan was experiencing a minor social revolution.

Mr. Allen's second year in the Corps was spent in teaching English at Orata Dogu Teknik University (Middle Eastern Technical University), the largest in Turkey. This school, conducted by C.E.N.T.O. and located in Ankara, the capital of Turkey, has a student body which speaks Arabic, Turkish,

Frazi, & Greek among other languages, all striving to acquire a common language, English.

While in the small town of Ceyhan, Allen and six other Peace Corps volunteers initiated a summer camp for 120 Turkish children from the 20 Turkish Peace Corps towns. At the end of the summer the Red Cross requested that the Peace Corps continue and expand the summer camp program for the following year.

While teaching in Ankara Mr. Allen lived in comfortable, up-to-date housing; however his dwelling in Ceyhan was a crude two room house with no modern facilities, demonstrating what Mr. Allen called the key to being accepted, "live like the people you are teaching."

As a living allowance Allen received \$70 a month, sufficient for his needs with an additional \$75 a month being placed for him in a U.S. bank.

Upon receiving his B.A. from the University of California in Berkley in 1962, Allen joined the Peace Corps. He first underwent an intensified preparatory program. "I went to school 14 hours a day, 6 days a week for 12 weeks during which time I learned the Turkish language, political, social and economic structure of the country and became acquainted with Turkey's customs and culture."

As a returned Peace Corps volunteer Mr. Allen feels that the influence of his efforts and those of his fellow Peace workers can only be tallied in the future.

"The Peace Corps has struck the American people's imagination, stated Allen" and it now has its place. The Peace Corps is now a reality.

high moral purpose. I'm convinced that all the Wallaces and Clarks and the "Selma Walls" they erect cannot withstand this pressure that almost burst the old walls of Browns Chapel in Selma, Alabama, that sunny afternoon. They're not made of the "right stuff."

After that ceremony in the Chapel the "Selma Wall" came tumbling down; we marched to the courthouse! WE HAD OVERCOME! And we shall ultimately overcome! Amen, Brother!

### Selma In Remembrance

(Continued from page 4)

"sides" (for lack of a better word) who have committed acts which should have gone undone. I think that we must dismiss these personal happenings. When a trooper beats a person, it is not a personal act, but really a manifestation of the entire power structure in this array. Civil rights is not about whites, blacks, and shades thereof—it is about people, mankind in general.

Selma is like a test case in a court - when many injustices are going on. Several are chosen to bring this problem to the fore; such a place is Selma. It stands for every bit of segregation and injustice in America. It points out to us our shortcomings and our responsibilities. A living symbol of the Negro's determination to attain his rightful stature,

The General Motors pavilion at the World's Fair features a peculiar exhibit called "The City of Tomorrow." I call it peculiar because, as one travels by this model city with its carefully ordered arrangement of modern factories, cultural centers, neatly designed apartment houses, and open spaces for play and recreation, one is struck by the fact that there are no slums or hovels, no smoky sweat shops, and no run-down business districts.

Where do the poor of this city live? Have the city planners managed to hide or camouflage the dwellings of the jobless vagrant, the chronically unemployed, and the aged? Have they adopted the technique of "1984" and built a separate compound for the poor? Perhaps the architects have built the ghettos underground. Perhaps the poor of this brave new city all live in some dark catacomb far from the view of decent, self-respecting citizens.

But there is another possibility, bizarre as it may sound. Perhaps the citizens of this city have not only built carefully designed buildings but also planned their social institutions so that every human being has a decent home, an adequate income, and, most important, a significant role to play in the business and culture of this utopian metropolis.

Men have been dreaming of utopias since the days of Plato, and yet the poor seem to be with us always. Certainly, I thought, this was mere Madison Avenue balderdash conjured up to provide the World's Fair visitor with a pleasant excursion into fairy land. For it is a fact that, with all of our efforts to combat social problems, challenges like population explosion and automation make it probable that we will be doing very well if we are able even to contain poverty, alienation, and cultural deprivation at their present levels.

As I continued my musings, however, I began to wonder what an educational institution like Newark State College could do toward building something of a democratic utopia right here in our neighboring communities of Elizabeth and Newark. I probably would not have dared to report this strange stroke of delirium, however, except for the fact that everyone seems to have been struck with the same disease simultaneously, and it is the most healthful disease I have seen in a long time. From Washington, D.C. to the capital at Trenton; in the **NJEA Review**, the **Herald Tribune** and the **Saturday Review**; and reaching right into our cam-

Selma serves as a beacon—a focal point for all Negroes who would be free.

Whether the Negro is from the South where the power structure is aligned against him, or from the North where segregation is subtle and wispy - invisible many times, but always present - he deserves the right to equal opportunity and cannot be asked to wait. IF YOU WERE A NEGRO, WOULD YOU WANT TO WAIT?

by George T. Burt

## GREATNESS BECKONS

pus, we are hearing sounds which seem to mean, "Let us build a new education for a new age."

We have been waiting for Federal aid to education for so long that I think we are dazzled and unbelieving as to the scope of the programs being proposed. Let me cite just two examples. In Washington, from men like President Johnson, Senator Edward Kennedy, and Senator Gaylord Nelson, we have proposals for a National Teacher Corps to fight poverty, regional educational laboratories, teacher training institutes, special resource centers for low income schools, preparation of new curricula in all subjects, grants to state educational agencies for long range planning, construction of college buildings for specially designated purposes, extension courses in community problems, and the involvement of college professors in community planning and economic and educational problems.

From the NJEA Committee on the Disadvantaged Child, we have a broadly conceived program for radically modifying our educational practices in public schools and, for the state colleges in particular, the proposal that they develop programs "For the identification and training of teachers who will succeed with 'disadvantaged' children" and "establish an off-campus laboratory school in a nearby area which has a concentration of 'disadvantaged' children."

The proposals now being announced in Washington and starting to foment in Trenton are so far-reaching that we should begin to do some serious thinking and some homework in order to evolve a coordinated plan for the involvement of our college in these bold new programs.

I propose that our college, students and faculty, institute a series of seminars in which we begin to think out the role our college can play in the building of a better society right here in our own urban area.

Would it be possible, for instance, for our college to start with the establishment of an off-campus laboratory school, financed by Federal funds and organized with the cooperation of the school board of Newark or Elizabeth?

Could such a project be expanded to include an educational resource center and a research center for the development of new curricula? Might such a center develop into a training ground for the

National Teacher Corps? Might it not soon expand to include an adult extension division to provide job training and civic leadership in deprived communities.

If this center is to train teachers and leaders equipped to aid in the solution of urban problems, will we not need a broad expansion of our on-campus social science department especially in areas like the history and sociology of the city, political science, and economics?

Assuming that there is some relationship between the training of social workers and teachers of the culturally disadvantaged, would it not be wise eventually to expand our program to include preparation for social work?

If our social science department should so expand, would not our college be in a position to begin to offer some sound advice to local communities on city planning, social alienation, economic opportunity, and cultural development?

Might such an endeavor lead ultimately to the expansion of our fine and industrial arts departments to include studies and projects in architecture, city planning, and urban cultural centers? If we all combine our efforts now, would we not be in a good position to apply for a Federal grant to plan a long range program as soon as the Elementary and Secondary Education Bill passes through Congress?

There is plenty of material for us to study. Perhaps Dr. Furer, who has just proposed a new elective on the history of the city, could start us off. For reading material, we could use the NJEA report, "The Disadvantaged Child: A Program for Action"; legislation now being proposed in Washington; Bernard Weissbound's article, "are Cities Obsolete?" in the December 19 **Saturday Review**; **The New York Herald Tribune's** series, "City in Crisis"; and Harry Passow's anthology, "Education in Depressed Areas."

Bright and challenging opportunities are opening for our college. If we think and listen, we can build a great institution. If we are asleep, our college, which at present is a first rate institution, may soon be overshadowed and sink to mediocrity.

This may sound all too fantastic, but remember I have not been smoking opium—only reading newspapers and magazines, and listening to my colleagues.

Get your button!

**"BETTER EDUCATION THROUGH TAXATION"**

Committee for

Undergraduate Education (CUE)



## Progress Viewed At Campus School

by Joy Magezis

Four large buildings were completed on campus, in September of 1964. Ever since that fateful day, scores of children (275 to be exact) have been seen there daily. This reporter went to the "Demonstration School" to find out about these students and their teachers.

The campus school uses a non-graded system of scoring. A conference between parent and teacher replaced the report card. At this meeting, the teacher tells the parent how his child is progressing in relation to the child's ability. A great deal of emphasis is placed upon each child's needs and potential successes. This information is also written down and placed in the child's "folder."

Since the children are arranged heterogeneously according to how far they have progressed, there may be a two to three-year age span in a classroom. I visited a classroom in which there were six and seven year old students. Miss Hursh, their teacher, holds the rank of Demonstration Teacher. In order to teach in a Demonstration School, one must hold either an M.A. degree and two years of practical experience, or a B.A. degree and five years of practical experience.

The children were working on arithmetic problems at the

time. They divided themselves into groups according to how advanced they felt they were in math. When a child finished the problems given to his group, he brought his work to the teacher, and they both went over the problems together. Miss Hursh discussed the meaning of the problems and the operational method involved with the child. When I asked one little girl whether she thought her answers correct, thought her answers were correct, she replied, "If I get them wrong then next time I'll know."

Miss Hursh feels that her function in the classroom is to train her students to think for themselves and explore the world of knowledge. In order to achieve this end, she sets the limits of discipline at a level that is natural and constant to the child's growth.

There are about 25 children in each room. The students in our Demonstration School range in age from five to twelve years and come from a specific Union school district. The school is socially and racially integrated according to a local voluntary pupil transfer plan.

Mr. Darte, the school principal, and a former Newark State professor, said that he was pleased with the progress exhibited at the Campus School, although it still is too early to make a definite judgment. He said the school hoped to develop a love of learning and that memorization of factual material was only a means to this end.

In September of 1965, the observation program, in which NSC students will sit in on Campus School classes, will begin. Hopefully, at that time the students of Newark State College and the Newark State Campus School will get an opportunity to help each other and learn from each other.

## Faculty Notices

(Continued From Page 3)

**DR. DORIS GRAY** spoke recently on "Ethical Conflicts for Teachers" to an adult education class at the Riverside Church, New York City. The lecture was one of a series on "Ethical Conflicts on the Job."

**MRS. WINIFRED H. AMSDEN, MISS ERMA L. RAKSANYI, and DR. JOSEPH DADEN** attended a Narcotic Addiction Institute March 23 in East Brunswick. The institute was sponsored by the Narcotic Addiction Study Committee of the New Jersey Welfare Council.

**OUR MAN IN EUROPE HITS THE LECTURE TRAIL IN TULIP-LAND**

Dr. Arnold S. Rice, our Fulbright Exchange professor in Europe, lectured on "An American Looks at Kennedy" to the students of St. Montfort-College in Rotterdam March 1.

On March 5 he talked to the seniors of the Montessori High School of Rotterdam. Since the students were studying World War II at the time, Dr. Rice discussed the various historiographical interpretations of American entry into and participation in the conflict.

On March 11 Dr. Rice spoke on "The United States in World Affairs" to the students of Effatha in Yoorburg, a suburb of The Hague. It should be noted that (1) Effatha is a school for the deaf, (2) Dr. Rice gave his talk in Dutch, and (3) the students followed his remarks by reading his lips.

## Balance Created At Berkeley U. Solves Crisis

by Mary Antonakos

(Berkeley) - From September to December, 1964, the campus of the University of California at Berkeley was involved in a turmoil of civil disobedience and student demonstrations resulting from a controversy over the question of political advocacy. Because of the great amount of interest shown in that event, the Emergency Executive Committee of the Academic Senate (Berkeley Division) has issued an informal statement, the purpose of which is to offer an account of the present situation at that university. Following is a condensation of that statement.

The atmosphere presently prevailing at Berkeley is one in which "the topic of political advocacy is an important but subsidiary issue." Students, faculty and administration are working with an even tempo, attempting to solve or, at least, recognize the deeper problems of education. Rational leadership by the administration is combined with a constructive part for the faculty in University government and a more mature role for the student in campus life. Problems are being discussed with candor rather than suspicion. There are many reasons why this crisis has been solved.

The Academic Senate adopted, in December, a five point resolution embodying the faculty view concerning the proper principles which should govern a settlement. The faculty's only purposes in taking this action were to "reestablish an atmosphere in which academic pursuits might flourish, to encourage legitimate political activity on the campus, and to erect a moral platform on which necessary regulations of student conduct could be and would be enforced."

The Emergency Executive Committee, charged with implementing the policies of the Senate, had many prolonged meetings with the Regents, the Chancellor, faculty groups and student groups. The Committee reported that by January, the actual situation was much in line with the Senate's resolution. The Committee also urged that there be "less advocacy about advocacy" and more advocacy about substantive political and social reforms.

Among the other factors contributing to the solution of the crisis were the strength resulting from a unified Academic Senate; the Regents' adherence to basic civil liberties; President Kerr's support of the key issues and his opposition to vindictive punishments; Acting Chancellor Myerson's attempt to instill new perspectives in the University community; the vagaries of the calendar (Christmas vacation and examinations allowing time for breathing), and the realization that ennui is the great balance wheel of life.

The position of the Committee concerning the violations of the law is that the University should enforce its rules while the police enforce the law. They do not regard the University as a "privileged sanctuary," however. Some students are now being tried in

municipal courts for what are clearly violations of municipal law.

Not all the free speech issues have been settled but it is clear that students are now content to engage in political and social advocacy in methods within the limits of the law. A multitude of political philosophies are represented on the University's campuses with the rights of none being restricted.

There appears to be no evidence of any significant move toward student controlled education. There is however, an increased realization that the student should be consulted as someone possessing the same goals, often times, as the administration and the faculty.

The fact that the University of California expanded at a breath taking rate has enabled the administration to view the problems which have arisen as difficult but not surprising. The fall semester of 1964 is viewed as harrowing but it is also regarded as producing a deeper awareness of the problems of educational policy and organization in a large, public university.

More specifically, gains have been made in achieving methods of reaching the proper balance between research and teaching, encouraging excellent teaching, intensifying the relations between student and faculty, increasing the opportunities of the faculty to contribute to the governance of the university and maintaining the optimum balance between the autonomy of the individual campus and the central administration of the university.

The faculty and the Acting Chancellor are now concerned with proposing that the other campuses of the University focus on the same ideas through the Statewide Academic Assembly. What was a crisis is regarded as a constructive opportunity for relating the traditions of scholarly life to the spiritual requirements of the modern democratic society.

## NSC Represented

(Continued From Page 1)

All other state centers are universities.

There will be between 300 and 500 N.J. Headstart teachers on campus in groups of twenty-five for the duration of six days between June 11 and July 3. These six days will be centered on "core Curriculum."

Basic to "Core Curriculum" are the following:

- 1) to orient more fully the professional staff of Child Development Centers to the aims and activities of the Centers;
- 2) give special focus to the physical development and typical health problems of economically disadvantaged children;
- 3) explore some of the characteristics of the disadvantaged child; particularly, influence of poverty on family relationships, acculturation of the child, and the development of his self-image;
- 4) to treat the role of the professional teacher and administrator in Child Development Center Activities; particularly relationships with children, parents, volunteers, and allied supporting staffs of the state or community; and
- 5) help enable the professional staffs of the centers to cope with the concrete problems they are likely to encounter.

## CORRECTION

In last week's issue of the INDEPENDENT a story was not credited to the proper writer. The article titled "Campus Riot Factor Unveiled" should be credited to Mr. Jeff Greenfield of the Collegiate Press Service.

## Kulick Receives Tuition Awards From Tufts U.

Don Kulick, Managing Editor of the INDEPENDENT, was awarded a full tuition scholarship to Tufts University in Medford, Massachusetts, and a \$500 Lincoln Filene Scholarship in American Politics. Mr. Kulick's field of study is Government.

He has previously received a \$2500 assistantship at Michigan State University.

## C.C.B. Presents Faculty Recital

The College Center Board and the Music Department of Newark State College will present on Wednesday evening, April 28, at 8:15 P.M., a Faculty Recital featuring Lowell J. Zimmer, Pianist and Composer. Mr. Zimmer, an Assistant Professor of Music at Newark State will play on the piano three of his original compositions. Mr. Zimmer is a graduate of Hartwick College and Columbia University. He has also done graduate study at the Eastman School of Music and the New York College of Music.

Also participating in the Recital will be Mrs. Evelyn Coston who will play on the Harpsichord compositions by Scarlethi, Daquin, Seizas, Bach and Haydn. Mrs. Coston is an Assistant Professor of the Music Department at Newark State and is presently the Director and Advisor of the Madrigal Choir. She is an alumnus of Juilliard School of Music and Columbia Teachers College.

There will be a reception following the performance which will enable the audience to meet the performers.

Another event sponsored by the College Center Board will be the Newark State College Graduate School's presentation of the Bali Ram Dancers at 8 P.M. in the Little Theater in May 29. For this occasion the Bali Ram Dancers will be performing a series of exotic Indian dances.

## IFSC Drive For White Elephants

The Inter-Fraternity Sorority Council wishes to remind all students and faculty of the WHITE ELEPHANT SALE drive which is now under way in the hall of the College Center.

The organization is sponsoring the drive to obtain items for sale at the 1965 Carnival. Any "offerings" will be marked by the name of the persons or organization making the donation. Joe Hovance '65, President of the Greek Council on campus, will auction off the items during the Carnival.

Student Council meetings are open to the public. You are invited to attend.



## REVIEW:

# Mead Hall and Muttermounts

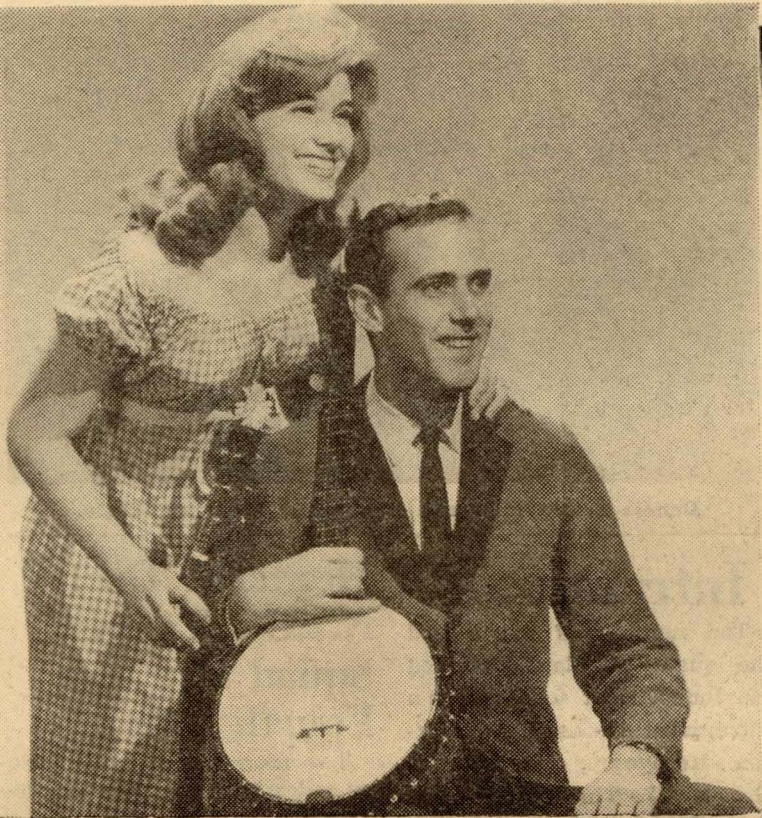
Nancy-Jo Rudoski

Folk concerts are folk concerts are folk concerts; so, with this thought in mind, I decided to digress from the usual procedure and interview the performers instead. But the best laid plans of peroxide blonds and stage door johns often get lost in bottles. When I trotted down to the Little Theatre dressing rooms, one door was open, so with the natural grace of a disciplined sneak-thief, I swished in and sat down.

"What do you think of college audiences," I asked the battle bleary Callahans. They viewed me as if I were a retrograde from the F.B.I. coming to interrogate them about their income tax. "We find them more appreciative than the usual coffee house clientele." Earlier in the ballad fest, Judy Callahan said that folk artists, like garbage collectors and plumbers, must serve an apprenticeship. They had served theirs in Greenwich Village. They sing in the IBM pavilion at the World's Fair and hope to cut a record soon. According to Judy Callahan, the more talkative member of the team, their style is brassy with an uptempo; they shy away from ballads because Judy feels safer in the mead hall lyrics.

At this point Logan English sauntered into the conversation, if you want to call silence punctuated by sentences a conversation. He reminds one of a cross between a dour english butler and a Schweppes bitter lemon. Figuratively, stepping on his toes, I said "you don't sing any child's ballads, mostly country and western, right?" "I try to distill the essence of all American folk music", was the answer.

From the still land of Kentucky, Mr. English has been singing since a child. Asking this type of question of a folk singer is like blithely stating to an education professor



that you can think of only the half-child. The aristocrats of folk music, the child's ballads are a collection of old english lays - spicey cured bottom round - that have been sung since Chaucer's time. Mr. English performed in colleges such as U.C.L.A. and has cut several records for **Folkways**.

Josh White the last minstrel of the night ambled in and spouted some pithy statements. Josh, whose father is, also, a famous folk singer, learned

from listening to his parent's records. He has learned his lesson well, for his satirical broadsides on the amours of Liz- Burton, Fisher, Wilding, Burton, Todd, Fisher, Hilton, - Taylor . . . "I'm waiting for Liz" and the "Ballad of Big Bad Bruce" — a parody on a saloon curler which Mr. White called a "fairy" tale - were the hits of the show. Mr. White has an extensive background in folk music, having sung in such distinguished places as the Bitter End, Playboy Club, and Carnegie Hall.

The whole concert can be summarized in the immortal words of the theme song of the Marquise de Sade — it's been a hard days night.



Logan English

## Administration Explains

(Continued From Page 1)

to approximately 30 percent. Dr. Hutchinson, who utilizes the inventory for his sociology classes, commented that "there has been an obvious shrinking in the proportion of Negroes in the freshman class."

One possible answer given for this decline in percentage of Negroes is that Newark State moved from an urban area to one which is more residential in 1958.

Out of 3844 applications accepted, it was approximated that the class of '69 would number about 850.

## Review: Night Falls On Morningtown

by Bill Vesey

Rejoice greatly! The Hi-Low Chorus has at last presented its major musical work of the season. However, it is truly regrettable that they accepted such a mundane and mediocre program to represent their work for this school year.

In an evening with Lanny Ross and the Hi-Lows, the audience was subjected to such an overdose of nostalgia that one nearly became physically ill. The entire level of the evening never rose above a tawdry stereotype of many past performances received here at the college. Though Mr. Ross sang a medley of tunes leading us from the crash of 1929 to the outbreak of World War II, one felt that this approach to entertaining an audience had died with vaudeville. The evening had a surprise in store for those present though; we were permitted to enjoy the premiere of Mr. Ross's latest work, **Morningtown, U.S.A.**

The chorus did sound well in the work it presented; however, one was discouraged to observe that no challenge had been presented to them in preparing this piece. The songs were commonplace and the plot of **Morningtown** is, to be kind, tedious.

Perhaps some would enjoy this type of an evening, but it is the opinion of this reviewer that here at the College those who attend programs like this do so to increase the scope of their musical appreciation.

Our chorus, the Hi-Lows, are, it has been said, a select group of highly skilled vocalists. We, therefore, expect performances from them that will support this reputation. If the Hi-Lows continue to perform only such hackneyed pieces as **Morningtown, U.S.A.**, they deprive not only themselves, but the entire college community.

It would give me great pleasure to attend a concert at which I could say, "Here I see taste and experimentation on the part of the Hi-Lows and their director." If one seeks excellence, must one reach for the stars,

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and enjoy ourselves in  
the meantime.

It'll be great to go to free dances  
when we have a Union in which  
to hold them.

## The Peace Corps: An Invitation to Education?

By THOMAS S. PLAUT  
Collegiate Press Service

There have been complaints of the Peace Corps alienating the intellectual from its service. Critics claim the agency has become an "international boy scout troop," where volunteers are closely supervised and "mothered" on the job. This, it is contended, is borne out in Peace Corps training, where potential volunteers are closely watched and "brainwashed" by Peace Corps psychiatrists.

The Peace Corps has to leave its volunteers in the field pretty much on their own. There simply is not enough staff for hand-holding. Volunteers are considered to be mature and responsible enough to say and do whatever they think is right. The staff provides logistical support and tries to keep the volunteer in good health. Most of the directing comes from host governments and their agencies. What the volunteer puts into his service, and what he gets out of it, are up to him.

A soul-searching as well as instructive and toughening training period is inescapable. Before sending a man to work in a foreign country, the Peace Corps wants to know why that individual wants to serve and make sure that individual knows why. An average of 12 weeks are provided to teach a volunteer a new language, specific skills needed for a specific assignment and resiliency to "culture shock." The training is armament for one of the most individual jobs available anywhere in the world.

And the jobs are available. There are more than 10,000 volunteers in the field. Most of their host countries are asking for still more. Volunteers returning home having completed their service must be replaced.

Working conditions are not necessarily primitive. Volunteers live in accommodations similar to citizens of their host countries who are doing the same kind of work. Whereas a rural community development worker in Latin America might well have to "rough it," a college teacher in Nigeria lives in modern, spacious apartments.

Any American citizen 18 or over is eligible for Peace Corps service. There is no upper age limit. Married couples may serve if both qualify for the same project (not necessarily the same job) and have no dependents under 18. There are no foreign language requirements. Peace Corps service cannot replace military service although deferment can usually be obtained from local draft boards. Volunteers receive allowances to cover food, clothing, housing and incidentals. All medical care and transportation is provided. A readjustment allowance of \$75 (less taxes) is banked in the United States for each month of service, which comes to about \$1800 grossed after two years. Volunteers receive 45 days of leave during their term of service.

A college degree is not required for Peace Corps service, making it an attractive proposal for students who want to break up their undergraduate studies to gain time to choose a career.

To apply, students must fill out the Peace Corps Questionnaire, available at all Post Offices, and take the Peace Corps Placement Test, which is not passed or failed, but simply serves as an indication of what the applicant can do best.

It's a good job for those who care about the world—for those who care about people.

One of them said, "All my life I've been sitting on the sidelines watching the world go by. Nobody asked me to help. The Peace Corps asked and now I'm in the middle of it."

The Peace Corps provides an opportunity for all to join in Mr. Hutchins' race towards world understanding. The task is still overwhelming, but the Peace Corps is proving that it's not impossible—as long as there are enough Americans with the guts and intellect to put their ways of life on the line and go culture jumping.

(Thomas Plaut is a writer at the Peace Corps Office of Public Affairs. He was graduated from Harvard University in 1960.)





# BASEBALL TEAM LOSES TWO MORE

## Sports Desk

by Artie Kirk

If I were to write a book entitled **Profiles in Courage at Newark State College**, I would undoubtedly devote the first chapters to the most courageous people on campus - our athletes. It always entails courage to participate in athletics, but at Newark State College it takes much more than courage. It takes out and out bravery.

Every time a man from this campus sets foot on our baseball diamond or soccer field he is risking injury. These injuries are not only the result of "occupational hazards"; many originate from the atrocious condition of these fields.

In my opinion, the Squires are now playing on what might more appropriately be termed "glorified cow pastures" (without cows, thankfully).

The baseball players are presently being subjected to deplorable conditions. The infield is ragged and uneven, the outfield is sprinkled with ruts, and there is no drainage system. The "soccer field" is in a worse state.

In light of these facts alone the M.A.A. should consider awarding Purple Hearts to all athletes injured in the line of duty. Realizing how many Purple Hearts would have to be awarded, and the number of medical bills to be paid, I came to the startling conclusion that it is less expensive to repair and care for the fields.

Realizing that if I could come to this startling conclusion, surely the intelligent people who have the responsibility of such matters must have realized this long ago. To my amazement, only a few have.

Doctor Errington has made the discovery. The popular baseball and soccer coach commented thusly: "I'm very concerned about the conditions of the fields, particularly the soccer field. As the soccer field stands now, I'd hesitate to play a game there, or even hold a practice."

Doctor Zwiedinger did not wish to comment on the matter, but the College's engineer, Mr. Brillante, was very helpful. First he said: "I have no responsibility to the Athletic fields". Knowing this, I was very surprised to learn that Mr. Brillante had requested money for a drainage system for the fields. Unfortunately, unenlightened intellectuals turned down his request.

Mr. Brillante explained to me, "Under the conditions that exist at this college, nothing can be done with these fields."

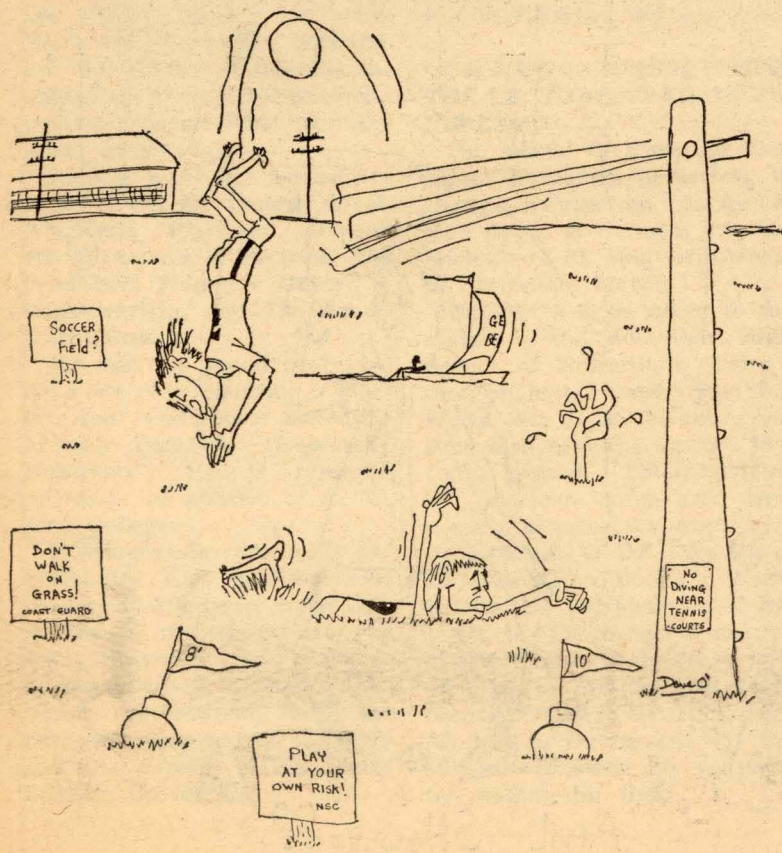
After failing to reach Dean Samenfield, I decided to propose the purchasing of Purple Hearts.

I sought out Bill Gargiles, President of the M.A.A. and became more depressed upon learning from him that there was no money for Purple Hearts. But Mr. Gargiles had something to say on the matter. He stated that "The conditions of the fields in the past three years has remained unchanged. The policy of maintaining the fields is assumed by the State, and as usual, they have neglected them in the same way the whole athletic program at N.S.C. lacks emphasis."

Mr. Gargiles did offer three possible solutions. He said: "Impose upon the maintenance crew of N.S.C. the complete job of caring for all athletic fields, or send a petition to the state, or ask the students to do the job."

All these would have sounded good, but after gathering all my knowledge, I had become very pessimistic. However, so long as our athletes maintain courage, there is still hope. As the late President John F. Kennedy has said:

"These stories of past courage can . . . teach, they can offer hope, they can provide inspiration. But they cannot supply courage itself. (Or decent playing fields). For this, each man must look into his own soul."



## NSC Loses at Home to JCSC, PSC

### Newark vs. Jersey City

Last Tuesday Newark State played its first home game against Jersey City. The Goths nipped the Squires by a 7-5 score.

Jersey City started fast and held a 6-0 lead at the end of three innings. The big hit was a single by Mike Zadroga that knocked in two runs in the three-run third.

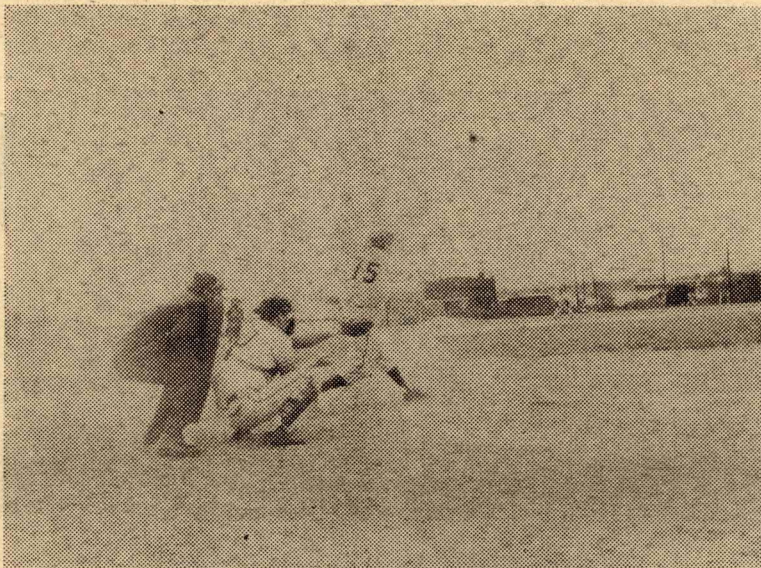
The Squires came on strong in the late innings, however. Led by the bat of Tom Finnegan, who is hitting a robust .635, the Squires cut the lead to two runs. But it was too little, too late, and Jersey City held on for the win.

### Newark vs. Paterson

The Squires continued their losing ways by getting dumped by Paterson by a 17-7 count. It was the fourth consecutive loss in the season and the third in conference play.

The game started on a bright note as Newark jumped into a quick 2-1 lead. But then the roof caved in as Paterson scored 8 runs in the third innig. In this inning both Tom De Stefano and Vince Luoinitecci hit triples. Paterson's cause was aided by 4 Squire errors.

Although soundly beaten, the Squires did do some good hitting. Tom Finnegan went 1 for 1 and extended his consecutive on base streak to 14. John Gluck and John Berardo also collected two hits as the Squires counted for 9 hits. Another bright spot was the fine relief work of Al Leiter who pitched three innings of 1 hit ball. It was Leiter's second straight impressive performance.



Dennis Scully fouls one off against Montclair State.

## Intramurals

The number of games and the quality of play prompted the Independent to choose an Intramural All-Star Team. Myron Kernyczny, '68, Dave Groves '67, Tim Spicer '68, John Ulickney '67, and Matty Topoleski '67 are the select five.

Kernyczny was the leagues top scorer. Myron ripped the nets for 246 points and a 30.8 point average. His 44 points against the Juniors was the year's top single game output. Kernyczny also scored 30 or more points six times.

Dave Graves, the league's second leading scorer, might have also been the top rebounder if such figures had been kept. Dave was too strong to be stopped under the boards, where he amassed the majority of his points.

John Ulickney and Matty Topoleski led the Soph C team to the title. Matty was the team's top rebounder and Ulickney was the squad's best defensive performer. Both were consistent scorers.

Tim Spicer was Frosh A's tower of strength as he led them in scoring and rebounding. Spicer scored thirty-seven points in one game, on the way to his 19 point per game average.

## Montclair Deals N.S.C.'s Tennis Squad Its Fourth Loss

Two more matches and two more losses is the story on the Tennis squad this week. The Squires of the court futilely attempted to gain their initial victory against Newark Rutgers and Montclair State College.

On Saturday the racket squad dropped their third straight match. Ed Zahimeny gained N.S.C.'s only point by downing Bob Lewendows 7-9, 6-3, 6-3. Our doubles teams again failed to score a point.

The match against Montclair State was the exact same story. The final score was again 8 to 1, but this time Vic Tondo won the Squires only point by winning 2-6, 6-4, and 6-3. The doubles team were quickly disposed of by Montclair's.

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